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Name : SAKHIYYAH BINTI A. RAHIM

Title : A CORRELATIONAL STUDY ON EFFICACY BELIEFS AND PERCEIVED COMPETENCY IN PROJECT-BASED LEARNING AMONGST ENGLISH AS A SECOND LANGUAGE LECTURERS AT THE MALAYSIAN TEACHER EDUCATION INSTITUTES

Supervisor : DR. ZAINAB MOHD NOOR (MS)

Studies on PBL in the past indicated some glitches in its practice. Some of the issues were related to the implementers. Research reported their lack of knowledge and skill, failure to adhere to PBL guideline, poor attitude and overwhelming responsibilities in conducting PBL, hence affecting its successful implementation. This study investigates ESL lecturers at Malaysian Teacher Education Institutes efficacy beliefs in PBL as well as their perceived competency in planning, implementing and assessing PBL. This research is a descriptive correlational research employing a cross-sectional survey method to investigate lecturers' efficacy beliefs in PBL and their perceived competency in planning, implementing and assessing PBL. The survey questionnaire is a combination of an established survey (Efficacy Beliefs) and a newly developed perceived PBL competency scale. The study analyses the results of survey completed by 231 lecturers selected through simple random sampling technique. This study employs the principal component analysis, t-test, and anova. Confirmatory factor analysis (CFA) was done via the Analysis of Moment Structure (AMOS) software version 19. In addition, a relational model of variables under study was built and tested using Structural Equation Model (SEM). The results suggest that the perceived competency in PBL instrument developed exclusively for this study is valid and reliable. Analyses of demographic

factors against efficacy beliefs and perceived competency in PBL meanwhile reveal that formal training has an indispensable influence on lecturers' efficacy beliefs as well as their perceived competency in planning, implementing and assessing PBL. The structural model developed furthermore has successfully been proven to fit the research data. Results also show that significant relationships are established between efficacy beliefs and perceived competency in planning, implementing and assessing PBL. This study has brought about theoretical and practical implications. This study examines how Social Cognitive Theory and the Iceberg Competency Model explain PBL from the perspective of the implementers hence enriching the literature on PBL. The practical implications are evident as a context specific survey instrument developed has made possible an investigation of PBL at different levels of learning. Further research could be carried out using the developed instrument. These findings also reiterate that efficacy beliefs are essential for competency in PBL to thrive and efficacy beliefs can be sustained through continuous training. Therefore, institutional supportive environment achieved through planned and structured training will boost lecturers' efficacy beliefs in PBL and over time equip and enhance lecturers with competency in PBL.